

Graduate Program – Continuous Improvement Actions

Learning Goal	Learning Objective	T2 Data Collection	T3 Data Collection
<p>Goal 2: Interpersonal Competencies: Our graduates will have the interpersonal competencies necessary to be effective business professionals.</p>	<p><u>Ethical Awareness:</u> Students will analyze the legal and ethical impact of business decisions.</p>	<p>When Assessed: Fall 2015</p>	<p>When Assessed: Spring 2017</p>
		<p>Where Assessed: MKT 521; Two sections (F2F & online)</p>	<p>Where Assessed: MKT 521 Two sections (F2F & online)</p>
		<p>How Assessed: Rubric</p>	<p>How Assessed: Rubric</p>
		<p>Actions Taken:</p> <ol style="list-style-type: none"> 1) In Fall 2014, an ethics case was introduced in MKT 521. The choice of the course was driven by the need to better align student learning outcomes. 2) Students were exposed to a seminal marketing ethics article focusing on a framework of ethical dilemmas. 3) Students discussed and applied the framework to an ethical marketing case. They were required to analyze the case and report their findings in line with the criteria (formulate, discuss, and resolve legal and ethical issues). 	<p>Actions Taken:</p> <ol style="list-style-type: none"> 1. Revisions were made to the common goals & rubrics to align with the COB's mission and be consistent with the recommendations made by AACSB consultant, Dr. Karen Tarnoff. 2. Minimum standard raised to 90%. 3. Due to the revisions in #1, a pilot case assignment was initiated in Fall, 2016. Students discussed and applied an ethical framework to an actual marketing ethics dilemma. 4. Case analysis questions were provided to reflect the student learning

			objective.
		<p>Results: Standard of 80% met on all criteria (identifies ethical dilemma, considers stakeholders, analyzes alternatives & consequences, chooses an action, promotes an ethical culture)</p>	<p>Results: Using the new standard of success (90%), the problem areas appear to be consistent for both F2F and online student samples. Upon careful examination of the criteria where the minimum requirements were not met, we found the following:</p> <ol style="list-style-type: none"> 1. Identification of at least 3 stakeholders. We found that those who did not meet the requirement either (a) Did not follow instructions and/or (b) Only focused on stakeholders that were explicitly noted or mentioned in the case. 2. Recognize 2 implications. We found that students were not able to make clear distinctions between the 2 suggested implications. This may be because they did not have a clear understanding of the

			<p>ethical framework discussed.</p> <p>3. Implement solution. It appeared that a number of students did not grasp the idea of how to implement solutions.</p>
		<p>Continuous Improvement Actions:</p> <p>1. No changes were recommended.</p>	<p>Continuous Improvement Actions:</p> <p>To address the above findings, the faculty suggested that:</p> <p>1. Instructors should clearly discuss the concept of stakeholders and the roles they play in an organization. In particular, include an explanation of the term stakeholders in the instructions with the question. It could be a term unfamiliar to some of the students or they may need a refresher. It should be mentioned that various stakeholders may not necessarily be obvious to students. For example, stockholders and investors are often overlooked by students since their role is not as explicit as other groups, like employees.</p> <p>2. The term 'implications' deal with ramifications</p>

			<p>of courses of actions. These may be negative or positive, in nature. More examples need to be presented to guide students. Instructors need to expand on expectations regarding the term “implications.” Could be something like “Explain how the key ethical issues identified above will affect the stakeholders.”</p> <p>3. Having students visualize and/or think how they can actually implement a suggestion may be complicated. As a result, it may be necessary for instructors to devote more time discussing and explaining the implementation of courses of actions. Perhaps, different scenarios examples can be provided to allow students to apply the framework better. In the instructions for this section, explain that the students are to use the specific ethical framework to solve the ethical dilemma of the case. In other words - what should be done and what will be the results.</p>
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